French Frying the American Education System: A Guide to Comparative Foreign Language Education in French and American Schools

An Honors Thesis (HONR 499)

by

Kelsey McDonald

Thesis Advisor

Dr. Dorothy Stegman

Ball State University
Muncie, Indiana

April 30, 2018

Expected Date of Graduation

May 2018

Sp Coll
Undergrad
Thesis
LD
2489
.24
2018
M435

Abstract

This research-driven creative project was inspired by my own experience studying in the United States as well as my participation in an exchange in France during my time at university. I found the differences in language ability as well as the differences on the emphasis on the importance of foreign language education striking. Through the relationships I developed with French students and other exchange students, my intellectual curiosity on the complexities of education also developed. I decided to create this Guide for French teachers in the United States as well as American students hoping to teach English abroad in France to help both teachers and students to gain valuable perspective on the issues concerning foreign language education in both countries. This guide outlines the differences between French and American primary and secondary schools concerning year-long as well as daily schedules. It also provides information on the different standards for teachers as well as graduation. While emphasizing the importance of foreign language education through the use of scholarly articles and research studies, I hope to highlight the importance of foreign language education as well as to highlight beneficial methods for teachers of French and English.

Acknowledgements

I would like to thank Dr. Dorothy Stegman for advising me throughout my work on this project. Her help has been instrumental to my success on this project. Her guidance throughout this project has been only one of the many ways in which she has helped me throughout my college career.

I would also like to thank Hannah and Madeline for having the bravery to go to France with me as well as encouraging me to return to France to teach.

Process Analysis Statement

During my junior year at Ball State University, I took part in a study abroad exchange program. I spent the spring semester studying abroad in Nancy, France at the Université de Lorraine. I took the equivalent of a full load of courses, and most of them were with full time French students. I was enrolled in one class with other international students specifically to improve my French writing and speaking skills. The dynamics of the collegiate courses I was enrolled in surprised me. I was accustomed to classes rooted in discussion. However, what impressed me even more was the language ability of my French peers in English courses.

Many students that I met, both French and other international students from a variety of places, were able to speak English and another language fluently. Communicating daily in French was a struggle for me even though I had always been successful in my courses. Since I was enrolled in both English and French courses, I was able to tell that the structure and expectations of a university level English course in France was extremely different from the French courses I had taken at the collegiate level in the United States. Though I was surprised, I assumed that this was due to an influx of students that had begun to study a second or third language at a much younger age than I had.

My curiosity as to how they were able to become so skilled as well as my own aspirations in the education field are why I decided to complete my Honors Thesis on comparative education in the United States and France, more specifically concerning foreign language education. By gathering experiences from articles, periodicals, bloggers, educational websites, and government websites, I hoped to identify the positive aspects of foreign language education in both countries in order to provide valuable insight to future educators on the variety of factors that are imperative to the production of students with proficiency in another language.

This creative research guide looks at the global influence on foreign language education in both France and the United States. Each section is organized by different headings. Certain categories will also have sub-categories that focus on more specific aspects of a concept or idea. In some cases, categories will be divided by their French or American identification.

Introduction

This research guide addresses the similarities and differences in French education in the United States and English education in France. Through close analysis of government standards, teacher certification, academic calendars, graduation requirements, methods, and many other nuanced aspects of education, I hope to highlight the similarities and differences. In noting these comparisons, I hope that this research guide is beneficial for English teachers in France as well as French teachers in the United States.

Government Standards for Education

American Classifications

Though it has been characterized in popular culture as a place where football players and cheerleaders thrive, the institution of the American "high school" as we know it arose when "Men began planning a greater future for the United States than many had dreamed of before, and these plans, of necessity, took large account of the problem of public education" (Brown 494). Throughout its history and its place in the present, public education has had an extreme impact on the everyday life of all Americans. Even those who opt for private schools are affected by those around them and the education that they received through public education. Although, "French influence was in the ascendancy" when the American high school was first established, the French *lycée* and the American high school are now extremely different, especially in their respective foreign language education standards and policies (Brown 494).

The typical classifications and ages for the American levels of education are:

Pre-school: 4-5 years old
Elementary school: 5-12 years old
Middle School: 12-14 years old
High School: 14-18 years old

The requirements for graduating from high school in the United States can vary from state to state. In the state of Indiana, there are different types of diplomas available to hopeful

graduates. For example, a student can receive one of the following: General, Core 40, Core 40 with Academic Honors (AHD), or Core 40 with Technical Honors (THD). Also in the state of Indiana, after the year 2016, hopeful graduates are required to complete the following credits: eight English credits, four Mathematics credits, four Science credits, four Social Studies credits, two Physical Education credits, one Health and Wellness credits, six College and Career Pathway credits, five Flex credits, and six Elective credits ("Indiana's). A credit in Foreign Language is not required, but a foreign language class can count towards the aforementioned Elective credit ("Indiana's).

Even when there is a semblance of foreign language requirement in an American school, there are often ways around the rule. Many students can fulfill the foreign language requirement by taking a course that is not related to a foreign language. One clear example of this is in the state of California. This state mandates "one course in either the arts or a foreign language (including American Sign Language) for all high school students" (Devlin). Therefore, students aren't actually required to take a foreign language course because they can take an art credit to fulfill this requirement as well. In addition to the relaxed foreign language requirements in California, students in Oklahoma "can opt to take two years of the same foreign language or 'of computer technology approved for college admission requirements'" (Devlin). On the opposite side of the spectrum, students in New Jersey 'must earn "at least five credits in world languages' or demonstrate proficiency in a language other than English before they can graduate high school (Devlin).

Both France and the United States consider themselves to be world leaders in various areas. In the article, "France vs US Education: Different Systems, Same Mediocrity" Brice writes about the student assessment in which many countries, including both the United States and

France took part in. He wrote that, "they both see themselves at the top of the food chain when it comes to, "everything from business to diplomacy to culture" (Brice). Therefore, in 2013, both countries received quite a shock when the results of the PISA (Program for International Student Assessment) were released because France and the United States had both been assessed as, "solidly mediocre" (Brice).

The United States reacted with "outrage" while their French counterparts "wrung their hands about their country's fall from grace" (Brice). In both cases, the strong reactions resulted in a second look at both education systems. The French noted that although their schools are meant to serve everyone, they are in favor of elite students. The United States also noted that many disadvantaged students were unable to catch up to their peers (Brice). This similarity is striking, as the one thing that both education systems need to work towards is educational equity for all students.

French Classifications

The French have a different classification of grade levels than the United States. The typical classifications and ages for the French levels of education are:

> École maternelle: 3-6 years old
> École primaire: 6-11 years old (starting with 11e and going to 7e)
> Collège: 11-15 years old (starting with 6e and going to 3e)
> Lycée: 15-18 years old (starting with 2de and ending with *terminale*)
>
> (Dubya)

French students also attend school for different amounts of time, usually, "between 24 and 28 hours a week, spread over four, four and a half, or five days depending on the region" ("A guide). However, students "preparing the *baccalauréat*" or students who are about to graduate *lycée* may spend "as many as 40 hours per week" at school ("A guide). In France, "Some schools close on Wednesday afternoons" but, "older pupils may have lessons on a Saturday" ("A guide).

Although, in recent years, Saturday classes have begun to be "phased out and replaced by a longer school year" ("A guide"). One extreme difference between the structure of a French and American school day is the long breaks throughout the day even at the secondary or *lycée* level. Both American and French schools start early in the morning at approximately 8 o'clock, but the French school day lasts until 4:30 PM. This elongated schedule is due to the two *récrés* or recesses in addition to an hour and a half break for lunch ("A guide").

In order to graduate *lycée*, and take the next steps in going to university, "a French student must pass the *Baccalauréat* exam," (Dubya). Although this exam is a staple in the last year of *lycée*, it is unlike the American SAT which is a qualifying exam for college. Instead, the *Baccalauréat*, or *Bac* is a "huge exam at the end of the *terminale* year in a French student's life (Dubya). The Bac a national exam in every subject [that French students] study (including sports), and their accumulative score must be a certain number" in order to qualify for graduation (Dubya).

According to a report from Eurostat in the year 2012, "Studying a *second* foreign language for at least one year is compulsory in more than 20 European countries" (Devlin). Additionally, "In most European countries, students begin studying their first foreign language as a compulsory school subject between the ages of 6 and 9" (Devlin). However, some students start at an even younger age in Europe. For example, "the German-speaking Community of Belgium – one of the three federal communities of Belgium– starting its 3-year-olds on a foreign language, but parts of the United Kingdom (excluding Scotland) waiting until age 11" (Devlin).

Academic Calendars

While the American school year starts in the middle of August, school in France doesn't commence until September. The structure of a French school day can come as quite a shock to many Americans. Similar to the United States structure, "total class time was maybe six hours a

day" (Gillard). However, "the school ran from about 8 am to 5 pm with a two-hour lunch and hour-long gaps scattered throughout the schedule" (Gillard). American schools run on an approximately 8AM-3PM schedule with 3-5-minute passing periods between classes. Lunches are often between twenty and thirty minutes. Gillard wrote that, the French "structure precluded school-wide socializing as well as school-sponsored afternoon sports or drama activities." In many American schools, too much freedom for students is discouraged because it can often lead to bullying or other troubling behavior. However, it seems that both systems of education emphasize the importance of after school activities.

The number of class periods in a day can range from school to school in America. However, most students have classes with a variety of different students as they move from room to room and teacher to teacher throughout the day, but this is not the case in France. Throughout a typical French school day, "students stay with one group all day. They switch rooms and teachers, but they are always with the same group of [approximately] 25-35 students for one school year" (Dubya).

English Assistants

The French government partners with other governments around the world to employ native speakers of a variety of languages in their classrooms. One program that employs Americans is the Teaching Assistant Program in France, commonly known as TAPIF. American teaching assistants that are accepted have the, "opportunity to work in France for 7 months, teaching English to French students of all ages" ("Teaching"). This initiative is meant for French students to have the experience of interacting with native English speakers ("Teaching"). Assistants have valuable experience in teaching while working "12 hours per week in up to 3 schools" ("Teaching").

Typical Students and School Days

One TAPIF participant blogged about her experience as an American teaching English in a French school. Since this person had worked as a teacher in the United States, she was able to draw many comparisons and note many differences between the French and American school day and typical practices of French and American students. She noted that despite different educational practices and systems, students share many similarities no matter where they are. The writer supported her sentiment with the statement, "There are more motivated students, there are less motivated students. There are more and less organized students. There are well-behaved and not-so-well-behaved students" (Dubya).

Despite the similarities, this same writer did not deny that there are undoubtedly differences between French and American students. The blog outlined an anecdote of the sublime organizational skills demonstrated to her by her French students. She wrote, "you will see a *trousse* (pencil bag) on each desk. It will have pens, pencils, white-out (called TippEx because of the brand), scissors, tape, glue… the works. [French students] regularly take exercises that their teacher has printed for them, cut them out, and tape or glue them into their *cahiers* (notebooks). They take notes to the point of obsession" (Dubya). This hyper-organized state was juxtaposed with a memory of Dubya's teaching in America in which everyday students had forgotten a pencil. I work for a local school as a substitute teacher. While teaching there, I am frequently asked if multiple students can borrow a pencil from me or from their teacher's desk. Typically, students come unprepared and without the proper supplies to class for a variety of reasons ranging from not caring to not having the financial ability to afford school supplies.

Another important difference that I found in my research was the difference between parental involvement in education in the two countries. Stereotypically, American parents are

portrayed as "helicopter parents" due to their increasingly taking an active interest in not only the success of their children, but everyday assignments and classroom behavior. However, the French classroom is a very different landscape. In France, "parents are all but banned from the classroom" (Strauss 1). Most of the parental involvement is before the beginning of the year during the "rentrée" or English equivalent of "back-to-school" (Strauss 2). The stress is attributed to the extremely specific and stringent requirements of the French supply list, which seems to result in a strict usage of these supplies by the French students. However, this is the largest contribution made to the classroom or the teacher for the entirety of the school year, and afterwards, parents can take a step back from the classroom and let their students take control (Strauss 3).

One mother claims that when her American daughter enrolled in French *lycée*, the school was reluctant to take her because, "American students, they claimed, were one to two years behind their French peers and they doubted she could compete—especially with just adequate language skills" (Gillard). The American family discovered many unique challenges when attempting to enroll their daughter in a schedule that suited her goals and abilities. Due to the rigid restrictions of curriculum, "classes were not available *à la carte"* (Gillard). Therefore, any new students would not be able to mix and match their courses in order to supplement higher areas of need. This is especially problematic for an American student attempting to enroll in a school where French is spoken.

Similar to education in the United States, standardized testing plays an important role in French schools. This same mother wrote that, "Tracking in France happens not through classroom assignments but rather on a school-wide level. Based on test scores, kids begin to get funneled into technical or college preparatory schools by middle school" (Gillard). While

standardized testing "provokes the passion of religious debate in the United States," the French have more or less conceded to the system because they believe "every student in every French school everywhere in the world should be turning the same page at more or less the same instant" (Strauss 1). Therefore, there is less turmoil surrounding standardized testing in France than in the United States.

Grades are seen as a top reason for motivation in American schools. One TAPIF participant wrote about the intrinsic motivation of her students. Despite some assignments not having a grade attached to them, her students were still motivated to complete them to their best effort (Dubya). Almost all assignments in American schools are attached to a grade. Despite their attachment to a grade, many students do not care enough to submit all of their assignments. Many students will note how much an assignment is worth and use that as a measure for deciding they should even attempt to do the assignment.

Language Study

Another major difference in the government standards at French and American schools is the difference in language study requirements. Language study in France usually begins much earlier. Because "nearly two dozen European countries require high school students to study languages besides their native tongues for at least a year" while in the case of the European population, "66 percent of all European adults [who] know more than one language" (Zietlow). Language education begins early in France. By the end of *lycée* two to three foreign languages are included in instruction. Some language options include German, Spanish, Italian and Portuguese, but the most popular is English (John). Although "the French government published reforms to abolish modern foreign language classes for only academically able pupils at 11 years old and making them compulsory for all pupils at 12 years old" ("A guide"). Though it is rare,

around 4%, some students are able to choose a third foreign language at the age of fifteen (John). Therefore, students are studying at least one foreign language for an extended period of time and in the case of exceptional students, up to three foreign languages are studied.

However, as in the case of the United States, studying a foreign language does not always guarantee fluency. According to a 2015 Pew Research report, there is no national mandate in the United States as a whole that students must study foreign languages (Zietlow). Therefore, Devlin writes, "Many states allow individual school districts to set language requirements for high school graduation" resulting in differing requirements depending on districts. Additionally, "primary schools have very low rates of even *offering* foreign-language course work" so those that wish to have an early start in foreign language education do not have the resources (Devlin). This has resulted in a disappointing statistic of "Only 20.7 percent of American adults [being able to] speak a foreign language" (Zietlow). This statistic suggests that many students don't enroll in a foreign language if it is not required. One study discovered that "the number of language enrollments in higher education in the U.S. declined by more than 111,000 spots between 2009 and 2013—the first drop since 1995" (Friedman). Therefore, the result is thus that "Only 7 percent of college students in America are enrolled in a language course" (Friedman). According to this same survey, "Less than 1 percent of American adults today are proficient in a foreign language that they studied in a U.S. classroom" (Friedman). This shows that even in the case where a student had the opportunity to learn a foreign language, they did not become highly skilled at it and did not continue to practice after the requirement was fulfilled. However, this staggering statistic is "noteworthy considering that in 2008 almost all high schools in the country—93 percent—offered foreign languages, according to a national survey" (Friedman).

Therefore, foreign language courses are available to those that want to take them, and the problem is that many students are uninterested in learning a language other than their own.

In the article, "Civilian Language Education in America: How the Air Force and Academia Can Thrive Together," Conway writes that "elementary-level foreign language education is the "sequence starting point" for studying a second language in nearly every country except for the United States," which instead, "tries to produce competent students of foreign languages in the unrealistically short span of two to four years of high school or two to four semesters of college" (Conway 76). The chart below is seen in the same article by John Conway. This chart outlines the number of classroom hours necessary to obtain and maintain proficiency in different languages.

Table 1. Classroom hours required for proficiency levels by language difficulty

ILR Levels from S/L/R[a] 0 to:	*S/L/R 1*	*S/L/R 2*	*S/L/R 3*	*S/L/R 4*
Romance and Germanic Languages (French, Spanish, Portuguese, Italian, Romanian, German, Afrikaans, Danish, Dutch, Norwegian, Swedish)	150 hours	400 hours	650 hours	[b]
Arabic, Mandarin Chinese, Japanese, Korean	350 hours	1,100 hours	2,200 hours	[b]
All Others (e.g., East European, African, and Asian Languages)	250 hours	600 hours	1,100 hours	[b]

Adapted from International Center for Language Studies, "Classroom Hours to Achieve Proficiency Levels by Language Difficulty," International Center for Language Studies, Washington, DC, http://www.ics.com/FLD/ILRlevels.htm.

Note: Reaching these goals assumes that the student will supplement every five hours of classroom study with a minimum of two to three hours of preparation.

This table, an adaptation of the expected levels of speaking proficiency for various lengths of training according to the US State Department's Foreign Service Institute, is intended to meet the needs of private-sector students.

These equations vary slightly: the Foreign Service Institute estimates that students will need 575–600 hours of its classroom instruction in the Romance languages to reach level 3/3. See Mary Ellen O'Connell and Janet L. Norwood, eds., *International Education and Foreign Languages: Keys to Securing America's Future* (Washington, DC: National Academies Press, 2007), 45. For the most difficult languages (Chinese, Arabic, etc.), the Foreign Service Institute mandates that students spend the second year of their 88-week course in the target country.

[a] S = speaking proficiency, L = listening proficiency, R = reading proficiency

[b] Generally, classroom instruction cannot attain level 4 because such proficiency demands extensive use of language in a native setting.

The category labeled Romance and Germanic Languages is the category that both English and French fall under, and they require at least 650 classroom hours to achieve an S/L/R 3 level of proficiency. Therefore, when no language credits are required, in the case of the state of Indiana, and in other cases, students don't take foreign language from an age young enough to allow them to eventually become proficient.

The lack of foreign language education in the United States is linked to a xenophobic history. In America, after World War I, "German [became] marginalized, French became the new prestige" (Conway 75). Though this shift favored French education in the United States over German education, but "enrollment in foreign language, once nearly universal across the American educational spectrum, continued to diminish after World War I" (75). Therefore, French education would dissipate alongside German education in the United States.

Foreign language education, at this time, was prohibited in twenty-two states with "some of them outlawing any such instruction below eighth grade" (Conway 75). One of the harmful notions behind the prohibition of foreign language education was that "citizens could neither understand nor appreciate American ideals without learning them in English" (75). As a result of this idea, "the teaching of foreign languages became 'un-American' or 'unpatriotic'" because, "Learning another language exposed students to other cultures and thus divided their loyalties" (75) This harmful viewpoint is seen in the Nebraska statute, repeated in Conway's article:

> *"'To allow the children of foreigners, who had emigrated here, to be taught from early childhood the language of the country of their parents was to rear them with that language as their mother tongue. It was to educate them so that they must always think in the language, and, as a consequence, naturally inculcate in them the ideas and sentiments foreign to the best interests of this country" (Conway 75)*

Despite the overruling of such laws by fairly fastidious Supreme Court cases, "the damage was done" because "Foreign language education in the elementary grades virtually disappeared for the next four decades; initial language education was relegated to high schools; and the rise of isolationism in America kept the study of foreign languages on the ragged edge of patriotism" (Conway 75). This history is still reflected in modern foreign language education.

There are various ways in which individual states choose to provide foreign language education, and there are benefits to beginning at a young age like our students' European counterparts. The xenophobic attitudes during World War I set a harmful precedent for foreign language education in the United States. Certain states prevented foreign language education from a young age. Therefore, the United States, "truncated a basic tenet of language education theory—that mastery of a foreign language took a long time and should begin early" (Conway 75). Despite the passage of time, "that legacy continues. The No Child Left Behind Act of 2001 emphasizes the testing of students in reading and mathematics to the exclusion of many other subjects, including foreign languages" (Conway 75).

Even when students are required to study a foreign language, it is not a lasting commitment. Conway wrote that in 2000, "approximately 5.9 million students took language classes in high school. Two years later, only about 1.4 million students took them in college" (Conway 76). This statistic represents the choice of 4.5 million students to likely discontinue their previous studies of a foreign language or of less experienced foreign language students to take up the language later on in their studies. However, it also alludes to the reality that many high school students do not go onto pursue a degree in higher education (76). Therefore, they are unable to continue the study of a second language at the post-secondary level. Without ongoing practice, those language lessons will slowly fade from memory. When college students commit to taking a new foreign language, most "enroll at the introductory level (first and second year), less than 20 percent of them going any further" (Conway 76). Therefore, many students who pursued foreign language at either level will end up being mediocre at best.

Motivation for Foreign Language Education

There are many suggestions to the issues with foreign language in the United States. Many professors of foreign language in the United States want their courses to result in "translingual and transcultural competence (TTC)" (Byrnes 284). This is just one suggestion made in "T*ransforming College and University Foreign Language Departments: A Proposal*" highlighted in *The Modern Language Journal*. In order to accomplish this,

> "all faculty, those in *literary cultural studies and those in language studies, will need to acquire considerable knowledge and practical expertise in the area of linking content and language learning in order to be able to contribute to an extended curriculum whose pedagogies would lead students toward the stated goal of TCC" (Byrnes 284).Therefore "if traditional foreign language curriculum and governance do not evolve, learners will look elsewhere for language education" (Bousquet quoted in Byrnes 285).*

Though this proposal is meant for those who teach at the college level, implementation at all levels of instruction would be extremely beneficial. These changes would challenge those already working in the teaching profession "to engage in deeper reflection about the relationship of language and culture" in order to be able to instruct their students more efficiently (Byrnes 284). Another issue is the creation of "multiyear curricula" (Byrnes 286). This means that it would be difficult to plan a curriculum that spanned multiple years of study that facilitated consistent growth for a variety of students and learners. By integrating the curriculum, faculty will "integrate[s] sociohistorical knowledge and cross-cultural reflection at every level. Curricula should be integrated around explicit, principled, educational goals, which should be stated" (Byrnes 290). This goal is not dissimilar from the manner in which French language education functions.

American Students

Foreign language is not a popular subject for many American students. Some attribute this to the complaints of the learners, those that say that "foreign language instruction is a dismal

failure, that a very large percentage of students will never become fluent in another language and that investing in foreign language learning is likely to be a waste of time" (Snow). However, learning and becoming proficient in at least one other language is seen as a valuable insight to many.

According to Esther Brimmer, the CEO of NAFSA: The Association of International Educators, "since humanitarian crises occur most often in places where people don't speak English, speaking foreign languages — especially non-Western tongues such as Chinese, Arabic and Persian — is imperative for U.S. diplomats and international aid professionals" (Zietlow). Therefore, "The inability of too many Americans to learn or speak anything but English constitutes a foreign language "emergency" that could end up harming the economy and impairing U.S. foreign policy (Zietlow). According to the deputy leading the United States Department of Education foreign language education sector, Mohamed Abdel-Kader, "one in five jobs are tied [sic] to international trade" (Friedman). Therefore, it is a skill that can be applied across a variety of disciplines. One report stated that Americans who do not speak a foreign language, "we risk being left out of any conversation that does not take place in English" (Zietlow).

There are many arguments in favor of the benefits of foreign language acquisition. Many students will argue that certain subjects are more important than others, but, "Like math, language-learning is shown to come with a host of cognitive and academic benefits. And knowing a foreign language is an undoubtedly practical skill" (Friedman). French is often seen as an extremely viable option for even reluctant students because "for several centuries French was the official language of the English court. The list of English words with French roots is

basically infinite" (Wile). Therefore, students proficient in English might have less difficulty than students attempting a language that is vastly different from the L1 language.

Spanish is another popular option, but as one Francophile pointed out, "If you already know Spanish, it requires very little effort to make the jump to French" (Wile). The closeness of these three languages affords many English speakers the benefit of becoming trilingual. Despite the challenging decision of which foreign language to study, American students face many challenges in their pursuit of foreign language proficiency. Michael Nugent, director of the Pentagon's Defense Language and National Security Education Office, said "a lack of knowledge of foreign languages can affect national security" (Zietlow).

Despite the emphasis on the importance of learning a foreign language, even by top government officials, there is a lack of resources for many schools to provide quality foreign language education. The first step is to blame teachers because "foreign languages are not always taught effectively" according to Mr. Nugent (Zietlow). Undoubtedly the United States education system has good teachers as well as bad teachers. Nugent states that in order to combat "Some of the teaching [that] was pretty bad," the Pentagon's "various programs are trying to get students to learn effectively so when they graduate from college, they're not only able to order a beer, maybe" even though many students might find that quite useful (Zietlow).

Many resources are available to French teachers in the United States. One resource is the ACTFL or the American Council on the Teaching of Foreign Languages. Their mission statement is to continue, "*Providing vision, leadership and support for quality teaching and learning of languages*" ("About the American"). This council brings together more than 12,500 educators and administrators from all levels of education that are dedicated to the improvement of foreign language education in the United States ("About the American"). A resource more

specifically designed for French teachers in the United States is the AATF or American Association of Teachers of French which makes up the, "largest national association of French teachers in the world with nearly 10,000 members" and provides unique lessons and suggested homework to French teachers ("About the AATF").

French Students

Learning English as a French student is a complicated political conundrum. Even though, "Il faut que les représentants du pouvoir politique parlent aux citoyens dans la langue qu'ils comprennent" a majority of "des textes de travail sont produits et publiés en anglais" in the European community (Gacia 132). However, "la communication de la Commission Européenne se coupe de la plus grande partie de la population européenne, elle qui, paradoxalement, se dédie par ailleurs à la préservation de la diversité culturelle et linguistique de l'Europe » (Gacia 132). Therefore, it is the obligation of the leaders of the future to eliminate the « préjudice à l'image des institutions européennes » in order to assure that cross-cultural communication occurs, but that one language does not supersede another as more important.

In Pierre Etienne Vanpouille article, "Pratiques actives d'éducation interculturelle en lycée : confiance et temps libéré" he notes that "La capacité de communication interculturelle est une nécessité stratégique pour le monde d'aujourd'hui et celui de demain" (363). Therefore, studying multiple languages at the *lycée* level is important because, "L'école elle-même a tout à y gagner" by developing intercultural sensitivity for their peers and the greater world (363).

While some hope to "unifier les marchés et les relations internationales par la propagation de l'anglais" they forget that "Au niveau d'une entreprise, les compétences plurilinguistiques des employés peuvent participer à l'augmentation de la compétitivité en apportant [des] bénéfices" (Gacia 133). These benefits include "la circulation de l'information"

and "le climat au travail par le respect de l'identité de chacun garant de la qualité des relations humaines, la productivité individuelle en veillant au bien-être des travailleurs, l'instauration d'un climat de confiance entre les différents partenaires (fournisseurs et clients) et aussi l'amélioration de la qualité de la prise de décision (évitant ainsi les échecs de négociation)" (Petersen quoted in Gacia 133). Therefore, having the ability to speak multiple languages benefits business in every country, and France and the rest of the world should "ne combat pas l'anglais, mais uniquement le monolinguisme" (Gacia 134).

ESL

There is a high need for teachers of English to Speakers of Other Languages in the United States. The United States is a popular location where people want to learn English, but it is often difficult to find a program that suits the needs of children. There are a variety of "Pathway Programs" that can help students without a background in the English language but who need to meet the minimum requirements in order to advance in their careers or study in an English-speaking country ("Study"). The debate is so controversial because it seems that, "nearly everyone—from educators to policymakers to parents with school-age children to those without children—has a strong opinion on whether children with little fluency in English should be taught academic content in their home language as they learn English" (Goldenberg). Although the United States has a long history of bilingual education that stretches back to the beginnings of the country, these programs are in danger.

French International Sections

The international sections in French high schools are very different from Teaching English to Speakers of Other Languages programs in the United States. The international section at a French school has "élèves français et étrangers" ("Les sections"). Having students who speak different languages in the same classroom is often a source of stress for American

teachers. However, in France, such sections are unique and are « ouvertes uniquement aux séries générales E.S., L et S. Les élèves de terminale peuvent obtenir le bac avec option internationale (O.I.B.) » (sections). Therefore, the French international section allows one to obtain the equivalent of a degree with special honors in the United States. These sections have a lot of diversity, in that, they "existent dans 17 langues vivantes" ("Les sections"). They are not unpopular in French schools, and "À la rentrée 2017, 185 sections internationales sont ouvertes en lycée" ("Les sections"). Actually, the purpose of bilingual programs in France is to, "faciliter l'accueil et l'intégration d'élèves étrangers dans le système scolaire français et leur éventuel retour dans leur système d'origine," as well as "permettre aux élèves français de pratiquer une langue étrangère de manière approfondie," and "favoriser la transmission des patrimoines culturels des pays concernés" ("Les sections").

If students are not in the bilingual section in France, "The lessons in most French schools will be taught in French" even if there are other international students enrolled in the class ("A guide"). In the case of international and non-French speaking students, "Some schools in larger cities may offer intensive language classes, provide a special teaching assistant (*Français Langue Etrangère or FLE*), or have 'International' or 'European' sections to help new arrivals integrate" ("A guide"). Despite this addition to the classroom in some cases, in many it is still very rare. This results in "many schools expect[ing] non-French speaking pupils to do the same work as their French peers without support ("A guide").

The English Classroom in France

English is one of the most popular languages in the world. An endless onset of popular culture produced in the English language is motivation for students to learn English in place of other languages. I know of a case in which one German student who learned English to read the

final Harry Potter book, since the German translation would not come out until much later. As noted earlier, in France, foreign language education often starts much earlier than in the United States. Therefore, students are given the opportunity to begin their foreign language education before they reach an age in which they have access to media such as Apps, YouTube videos, blogs, and TV shows and movies in the English language. Therefore, an enterprise for French students to learn English comes from the idea of "internationalismes" and "globalisation" (Gacia 119).

Faculty

The curriculum for each school is generated in the central office of the Ministère de l'Éducation nationale in Paris. One blogger who outlined the workings of the French education system wrote, "The education system is national, so [teachers] work for the Ministry of Education of the country of France, and once you're in, they can send you anywhere in France" (Dubya). Therefore, teachers have little control over the places where they work. However, she added, "There's a point system, and the more points you get, the more pull you get in your placement. You get points by years of experience, amount of children, having a spouse who works, years worked in a ZÉP (Zone Éducation Prioritaire, like a low-income area school" (Dubya).

Methods

The French Classroom in America

There are a number of online resources to the modern French classroom. Blogs, iPhone applications, and YouTube videos for learning French are extremely prolific. Many teachers utilize these resources to their advantage. However, there is the question of both accuracy and accountability, especially for beginning students. Although many schools have begun to offer foreign language instruction at the middle school-level and some private schools begin much

sooner, advanced instruction usually occurs only at the high-school level. Beginner classes focus on less complex, albeit useful vocabulary, such as colors and numbers. New freshman students will begin their French instruction in a French 1 classroom while freshman students with previous experience may move onto the French 2 classroom in their first year of high school instruction.

Teacher Preparation

In order to become a French teacher, future educators must acquire certification through a pre-educational program and a test that demonstrates their proficiency in, "content, culture, and language acquisition knowledge" ("French"). However, the exact process for certification can vary depending on the state. ("French"). Foreign language teacher education programs require intensive language study as well as language specific courses. There are also designated time slots for practicum work in schools as well as a semester of student teaching during which students are paired with a teacher and attend school every day to assist the same classes as in the practicum. As part of the certification process for teachers at the secondary level, "potential French teachers must demonstrate a complete language proficiency by communicating in the language with native speakers who are unaccustomed to interacting with non-native speakers" in order to prove that they can speak, "with accuracy, clarity, and precision" ("French).

The knowledge required by an instructor is more complex than it might seem While a teacher may be teaching the basics of a language, their knowledge must go much deeper. For example, the exceptional knowledge of grammar and linguistic theory, including the proper "intonation" and "articulation" ("French"). Teachers must not only know the correct theory for teaching French, but they must also be able to apply their knowledge to the classroom setting, incorporating elements such as, "learning objectives, teaching methods, and communication in

the classroom" ("French"). Certification also requires a deep understanding of the history and culture and the way in which it informs the French language.

Beginning Students

As previously stated, foreign language instruction at the primary school level in the United States is extremely rare. However, the methods for young beginners can also be adapted or abridged into methods for teaching beginners at any level. In the study, "What Are Successful Teaching Methods for Teaching French to First Graders," Cassandra Wellington Williams examines successful methods in teaching French at such a young age as well as adding her own advice from personal experience as well as pedagogical literature.

For students at this age, Williams focused on the objective of learning basic French in the areas of, "numbers, conversation, feelings, and body parts" (Williams 2). Other topics could also include, "family members," as well as, "animals, school, house, etc." (7). The methods for this instruction included, "songs, chants, frequent repetition, reading and speaking in French, games, and puppetry" (2). At the end of the study, Williams found that these methods worked, since the students accomplished the learning objectives that she hoped they would. Williams suggests that an effective teacher will focus on the previously mentioned topics because these are the topics that their students will both understand and have interest in understanding. Williams also mentions that teaching certain topics in a sequence is most beneficial to the learning process. She references Kodjak and Hayser who suggests "teaching numbers first, colors at holiday times, body parts at Halloween, family members at Thanksgiving and Christmas, and animals, the alphabet, and clothes later" (8).

In the case of repetition, Williams ~~wrote~~ writes that the "model and repeat" method was especially useful at the primary level. Students are given the opportunity to, "hear the teacher and then are given the opportunity to make the exact sounds the teacher makes," a method that

would also work at the secondary level (Williams 5). She notes that repetition was especially useful when introducing new vocabulary. Williams suggests that every new word be modeled in a variety of examples for a student to understand the full meaning. Then, the same word should be repeated by the teacher every three to five new words (6). A large majority of the instruction should focus on the ability of a student to listen and in turn recognize other words. Therefore, a student would speak, and in turn be understood by classmates and the teacher in regard to learning age appropriate content (6).

Williams warns against the use of cognates at this level because, "the main similarities found in cognate words are written" and therefore, "will not aid instruction until it moves beyond the aural/oral stage to written" stage (Williams 5). Williams' study suggests that other topics should be excluded from the primary level, such as: conjugation, correct spelling, and strict grammar. In addition to these restrictions, a teacher should also not spend a significant amount of time on reading and writing. Instead, copying words from lists will benefit most students at the beginner level. In addition to copying words in order to learn spelling, children at the primary school level should focus on "identifying classroom objects," and in order to accomplish this, "students should master the aural and oral recognition of the words before written labels are posted on or near the object" (6).

Subjects such as, "food, geography, art, music, customs, and holidays" will incorporate the cultural aspect of French studies (Williams 7). The method of "cultural familiarity" is used to help students learn about French culture (7). Williams' research also suggests ~~ed~~ the benefits of a smaller vocabulary list in order for students to more effectively learn because, "students are more likely to learn and retain the new vocabulary if there is meaning attached to it" (8). In addition to these helpful tips, Williams' compilation of research also suggests that visuals such as

photographs and body language can help students to understand unfamiliar words and adapt to using a foreign language despite unknown vocabulary (9). Singing or using a rhyme can also be extremely effective in primary age children, and they are more likely to both remember and correctly pronounce the vocabulary learned in this manner. Young students are also likely to remember words that sound strange to them, as these stand out from other words, so even strange words should be included in the learning process as well as formal and informal evaluations (9-10).

Audio-Visual Learning

Many students learn their new French vocabulary through looking up the words in the dictionary (or online) and memorizing which French word matches the English word that they already know. In the article, "Analysis of a Particular Audio-Visual Method for Teaching French Vocabulary" Jerome C. Ford argues that this is a less effective method for learning vocabulary because students memorize the translation only. Instead, Ford attempted an audio-visual method in which, "The teacher points out the object or action in the slide, pronounces each new vocabulary word and writes it on the overhead, then repeats the word, now asking the class to say it" (Ford 842). He chose this method because it, "rests on a sound base of scientific studies and has tremendous benefits for both student and teacher" in the "associative learning" process (842). Ford hoped to teach vocabulary by creating "two experiences [that] occur together" so that, "the mind makes an association" (842). Ford's method contains a "four-way association: a) visual perception of the object or action, b) visual perception of the written word, c) aural perception of the word, d) oral statement of the word" (842). For maximum effectiveness, Ford recommends three repetitions because "the immediate repetition of the association improves learning and increases retention" (843).

The audio-visual method for teaching vocabulary proved to be a time-saver for both teachers and students in this example. By employing the audiovisual method, "The amount of time necessary to learn a new word is less" providing the teacher with additional time to cover more extensive vocabulary in each class session (Ford 844). Ford stated that, "Using this approach, the teacher may cover twenty-five to thirty words in forty minutes" enabling the students to learn or practice extensive vocabulary daily. However, some flaws exist in the method. For example, "Retention of word gender is not increased by the slide approach" (845). Therefore, a teacher would have to find new, inventive ways to improve the practice and retention of the gender of French vocabulary.

Immersion

A variety of immersion programs exist at both the high school and college level. One articles states that foreign language education in kindergarten is not the only method to achieve fluency, and instead educators could look to, "Immersion programs [that] are effective and, in fact, generate equivalent learning in less time if started at later grades" (Snow). Immersive education is seen as valuable due to the volume of practice that occurs in a shorter quantity of time. However, it can also "be more efficient just because older students are better learners, and are generally more likely to have had a say in choosing the immersion program – thus they're also more motivated to learn" because they are more willing to participate in the language immersion (Snow). Many students can participate in summer, semester, and year-long immersion in Francophone countries in order to practice their French skills.

Direct Method

Immersion also exists in the classroom. To create the same effect, French teachers can establish a "No English" rule in their individual classrooms. A classroom that prohibits students from speaking English, "enables the student to think in French, e.g., when he sees a vineyard, he

will not think of a vineyard, he will think of *un vignoble*" (Ford 843). Through the use of pictures that associate French vocabulary with French images, the teacher is able to incorporate study of French culture into vocabulary practice (Ford 845).

In a classroom that is motivated by the direct method, French will be the only language spoken from the very beginning of the semester. The goal of the direct method is to, "teach the use and understanding of a language in the shortest possible time, yet accurately and cumulatively, and by the most natural devices possible" (Wann 135). However, variations of this method do exist. In "Methods of Teaching French at Indiana State Normal School," the author, Harry Vincent Wann discusses his approach to the direct method. In the first few days of the course, the teacher will use "subconscious comprehension" to ease students into the transition (130). In addition to this, teachers will use "careful training in single syllable pronunciation" in order to reinforce positive habits that will continue throughout a student's ongoing French education (130).

In addition to this idea, students are only encouraged to repeat a French word after they have heard the correct pronunciation "spoken several times" (Wann 131). In accordance with this method, a student will not write the word until they have seen it correctly written by the teacher at least five times (131). Beginning vocabulary will focus on things that are in the classroom, but, "Little by little, however, concrete words give place to abstract ones" and students can continue to learn more complex vocabulary (132).

As the class progresses, students will become increasingly accustomed to the small demands made by their teacher in the French language. Wann used the examples "levez-vous. Venez ici" to show that students learn the meaning of these phrases through hearing them and performing the action. Therefore, they are able to repeat them (131). A helpful exercise can be to

have the students give commands to other students and have the students carry out the action. Then, all members of the classroom, not just those commanding and being commanded, are involved in the learning process. Wann says that he has seen this kind of game continue on for at least fifteen minutes without any intervention by the teacher (132).

Teachers are discouraged from repeating the same word over and over again slowly because this will become a "crutch" for students in the direct method (Wann 131). Though many students will want to speak in English or accidentally switch to English, the teacher must respond in French, directing the student to also speak and ask questions in French. The teacher should also inform the student, if a problem persists, that anything that must be explained in English will have to take place after class so as not to disrupt the learning of other students in the classroom (131). The author also suggested the importance of building confidence in the first few weeks of instruction. Though it is encouraged that students look for the answer or come up with it on their own, in the first few weeks of instructions, the teacher is encouraged to, "come quickly to his rescue, leaving him with the comfortable feeling that he has 'done it' himself. He then acquires confidence, mentally 'pats himself on the back' and soon requires less and less aid" (132)

Wann suggests that the *devoir* is the only place in which writing will occur in the first half-year of instruction, saving composition for much later on in the practice. Instead *devoir* will include, "various types of exercises such as the missing-word exercise" and, "conjugation of verbs in sentences" (133). Near the end of the school year, students are requested to write about a topic at length without consulting outside sources. After completion of this task, the teacher will underline the grammatical mistakes without correcting them. Instead, these mistakes will be corrected by the student (133).

Dictation/ Dictée

In the direct method, dictation begins in the second week of instruction. For the beginning of dictation, "simple commands or statements already used daily for a week" are the starting point (Wann 131). After this slow introduction, the *dictée* becomes a daily fixture in the classroom, steadily increasing with difficulty and complexity as the class progresses. The teacher is urged to move around the room and check for mistakes as well as make small conversation in French in order to accustom the students to both speaking and hearing the language properly.

The English Classroom in France

Faculty

Many foreign languages classes have the benefit of a native speaker present in the classroom due to the French involvement with programs such as the previously discussed TAPIF. Therefore, students are able to have one-on-one interactions with native speakers as they develop their own language skills. However, many assessments and officials have taken issue with this approach. Despite the language skills of a native speaker, there has been a resurge in the desire for more classically-trained teachers. Seen below in this statement:

> "Effectivement, depuis un décret du 26 août 2010, les lauréats des concours de recrutement des personnels enseignants et d'éducation doivent justifier de la certification CLES (Compétences en langues de l'enseignement supérieur) niveau 2. Mais il faudra attendre encore quelques années avant de voir si cette mesure améliore la situation" (Fleurot).

Therefore, French teacher certification began to look more like that of the United States after this decree in 2010.

Methods

Intercultural Competency

In the report, "Enseignement apprentissage en intercompréhension intégrée au Cycle 3 : enjeux, fonctionnement et compétences » Emilie Gacia writes about a Eurocom proposal that focuses on, "l'intercompréhension pan-européenne, basée sur des connaissances d'au moins une

langue de chacune des grandes familles linguistiques du continent, à savoir la germanique, la romane et la slave" (Gacia 83). This demonstrates the objective of fluency in the French foreign language classroom in more than one language at the primary level. This method demonstrates that using the L1 a French student compared to a new language can help the student continue to learn various foreign languages. In her article, Gacia highlights that in a French classroom, "le but est alors de prendre appui sur la langue première (ou la langue de l'école) pour faciliter l'accès à une première langue étrangère" (27). This is attributed to the diversity in France, where one student may speak French at school, but comfortably speaks another language at home with family. Therefore, instruction is based in the French language in order to integrate the languages (27). This method showcases that if a student wants to learn another language, "les langues de la même famille sont plus immédiatement transparentes que les autres" (48). Since "L'anglais et le français, par exemple, présentent un lexique commun important, issu du latin" a French student will have less difficulty learning English than another language (50).

The Direct Method

The approach in the English classroom is often very similar to the direct method in the French classroom in the United States. It is suggested that teachers, "installer l'anglais comme langue de communication dans la classe et [professeurs] y tenir" ("Professeurs"). Therefore, the teacher, "ne recourrez au français que de façon très exceptionnelle" ("Professeurs"). To further student development in the classroom, an English teacher is instructed to, "éviterez de traduire la consigne vous-même" and provide the students with the opportunity to work through difficulties independently and demonstrate their skills ("Professeurs"). Teachers are encouraged to make the English course about speaking English instead of talking about mechanics of the language. Therefore, the classroom will continue to be a place in which the "ménager au français doit être réduite" ("Professeurs").

Despite global perspectives of European countries that have strong language skills, France is still critiqued by some. In the article, "Les Français sont nuls en anglais: la faute à l'école?" Grégoire Fleurot blames France's disappointing achievement on "Les résultats de l'étude très fouillée de la Commission ont été un coup dur pour le ministère de l'Education, où la maîtrise des langues étrangères et plus particulièrement de l'anglais" (Fleurot). As was previously stated, in the English classroom in France, there is an emphasis on, "Le renforcement de l'apprentissage de l'anglais oral" (Fleurot). Due to declining success, French ministry decided, «de rendre l'apprentissage en langue vivante obligatoire dès le CP, arguant que «la précocité de l'exposition et de l'apprentissage en langue étrangère est un facteur avéré de progrès en la matière» and students would begin learning their first foreign language even earlier to ensure success (Fleurot).

Matière intégrée à une langue étrangère

Another method of teaching English in France is to incorporate the foreign language into all aspects of the school day. While this method may seem drastic from an American perspective, from the French perspective, it was found to be effective in helping students more accurately communicate across many areas. By learning, "des matières comme les mathématiques ou l'histoire-géographie en anglais" students were able to learn an increased amount of vocabulary in a variety of areas as well as practice their conversational skills in multiple settings (Fleurot). By integrating English into other classrooms, French students were more effectively able to speak English instead of only learning quick, conversational tactics because, "L'intention est différente, l'élève parle d'histoire-géo en anglais, et ne parle pas simplement anglais pour parler anglais" according to the Ministry of Education (Fleurot).

Immersion

Immersion also plays a significant role in foreign language education in France. France prides itself on being, "un des pays qui accorde le plus de budget à l'organisation d'échanges interculturels pour les élèves" (Fleurot). However, in addition to student immersion, in the education system in France, "les enseignants de langues étrangères français sont parmi ceux en Europe qui font le plus de voyages personnels de plus d'un mois dans des pays qui parlent la langue qu'ils enseignent" (Fleurot). Therefore, students and teachers alike are afforded the unique opportunity to immerse themselves in order to improve themselves and their classes. France's dedication to immersion is shown through their dedication to living languages as "un des seuls pays où les élèves de troisième reçoivent trois heures de cours par semaine en langue vivante 1 et en langue vivante 2, et a une proportion d'élèves qui ont appris au moins une langue morte supérieure à la moyenne européenne" (Fleurot).

Conclusion

At the intersection of French and American education, there is the Canadian education system. Canada's bilingualism is, "a star act on the stage of Canadian multiculturalism" (Masson). Canadian schools have multiple options, including, "core French, extended French and French immersion" (Masson). With a model of intercultural competency just north of the United States, we still hesitate to embrace this inclusive model. Despite this hesitancy, the diversity of languages spoken in the United States continue to grow. Presently, these Canadian programs are also in a moment of crisis, with many French teachers losing their classrooms and jobs to budget cuts. This has resulted in a situation in which "Up to 63 per cent of French as a Second Language teachers are teaching 'a la cart'" meaning that French teachers are forced to move from classroom to classroom with their teaching supplies on a cart (Masson). Therefore, many systems are not as perfect as they seem from the outside. Despite purporting that education

is a top priority, countries like Canada, France, and the United States all need improvement in foreign language education programs and policies.

Since 85% of Canadian children study French in school more and more teachers and parents became concerned with the subject, (Masson). Due to increased concern, Canada has begun to work towards reform, proving that French and English can exist as equally important to schools in regards to globalization and intercultural competency. Educational activists in France and the United States, as well as many educators, are constantly looking to improve the conditions of both students and teachers. There is a wide variety of pedagogical literature available for teachers to improve everyday life in the classroom. There is also a variety of media outside of the classroom that teachers could encourage students to use in order to further interest them in achieving fluency. However, the United States government still denies the importance of foreign language education by not including it in requirements for high school graduation. In order to continue to progress in language education, educators and policymakers must be on the same side.

At the heart of the discussion of globalization and intercultural competency lies communication. In order to effectively communicate with the world, all people must acknowledge language barriers and try to cross them. The benefits of foreign language education are seen through translation, international business, international policy, and a multitude of other areas. Learning another language should be considered as important a subject as any other. While both France and the United States do not have perfect systems, by learning more about each system, teachers from both sides could gain valuable information on the dedication as well as the openness required by both students and teachers to effectively learn a foreign language.

Works Cited

"About the AATF." *American Association of Teachers of French*, AATF, 12 Aug. 2017, www.frenchteachers.org/aatfabout.htm. Accessed 12 Apr. 2018.

"About the American Council on the Teaching of Foreign Languages." *The American Council on the Teaching of Foreign Languages*, ACTFL, www.actfl.org/about-the-american-council-the-teaching-foreign-languages. Accessed 12 Apr. 2018.

"A guide to French education." *Expatica*, www.expatica.com/fr/education/Education-in France_101147.html. Accessed 9 Mar. 2018.

Brice, Makini. "France vs US Education: Different Systems, Same Mediocrity." *Frenchly* [New York City], 11 Dec. 2013, Language Learning sec., frenchly.us/france-vs-us-education-mediocrity/. Accessed 5 Mar. 2018.

Brown, Elmer Ellsworth. "Secondary Education in the United States: An Historical Sketch. III. The High School Period (Continued)." *The University of Chicago Press Journals*, vol. 8, no. 8, Oct. 1900, pp. 485-98.

Byrnes, Heidi. "Perspectives." *The Modern Language Journal*, no. 92, 2008, pp. 284-95.

Conway, John. "Civilian Language Education in America: How the Air Force and Academia Can Thrive Together." *Air & Space Power Journal*, vol. 24, no. 3, Fall 2010, pp. 74-88.

Devlin, Kat. "Learning a foreign language a 'must' in Europe, not so in America." *Pew Research Center*, 13 July 2015, www.pewresearch.org/fact-tank/2015/07/13learning aforeign-language-a-must-in-europe-not-so-in-america/. Accessed 12 Feb. 2018.

Dubya, Katy. "French Schools vs. American Schools." *So you think you can France?*, 19 Feb. 2013, soyouthinkyoucanfrance.blogspot.com/2013/02/french-schools-vs-american schools.html. Accessed 12 Feb. 2018.

Fleurot, Grégoire. "Les Français sont nuls en anglais: la faute à l'école?" ["The French are No Good at English: Is it the school's fault?"]. *Slate*, 20 Feb. 2013, www.slate.fr/story/68579/ francais-nuls-anglais-ecole-education-nationale. Accessed 14 Apr. 2018.

Ford, Jerome C. "Analysis of a Particular Audio-Visual Method for Teaching French Vocabulary." *The French Review*, vol. 45, no. 4, 1972, pp. 842–845. *JSTOR*, JSTOR, www.jstor.org/stable/388384.

"French Teaching Certification." *Teaching Certification .com*, Teaching Certification, www.teaching-certification.com/french-teaching-certification.html. Accessed 19 Mar. 2018.

Friedman, Amelia. "America's Lacking Language Skills." *The Atlantic*, The Atlantic Monthly Group, 10 May 2015, www.theatlantic.com/education/archive/2015/05/filling americas-language-education-potholes/392876/. Accessed 12 Feb. 2018.

Gacia, Emilie. *Enseignement apprentissage en intercompréhension intégrée au Cycle 3 : enjeux, fonctionnement et compétences*. Education. Université de Bordeaux, 2016. Français.

Gillard, Colleen. "The Differences Between Us: French and American Classrooms." *Voices in Education*, The Blog of Harvard Education Publishing, 10 Apr. 2009, hepg.org/blog/ the-differences-between-us-french-and-american-cla. Accessed 12 Feb. 2018.

Goldenberg, Claude, and Kirstin Wagner. "Bilingual Education: Reviving an American Tradition." *AFT A Union of Professionals*, American Federation of Teachers AFL-CIO, Fall 2015, www.aft.org/ae/fall2015/goldenberg_wagner. Accessed 12 Mar. 2018.

"Indiana's Diploma Requirements." *Indiana Department of Education*, 22 July 2016, www.doe.in.gov/ccr/indianas-diploma-requirements. Accessed 7 Mar. 2018.

John. "Language teaching in French schools." *Lexiophiles*, 21 Mar. 2011, www.lexiophiles.com/english/education-in-france. Accessed 5 Mar. 2018.

Masson, Mimi. "How to Woo French Teachers to Stay in Canada's Schools." *The Conversation*, The Conversation US Inc., theconversation.com/how-to-woo-french-teachers-to-stay-in-canadas-schools-78722. Accessed 15 Apr. 2018.

"Professeurs débutants: Enseigner l'anglais au collège et au lycée" ["Beginning Teachers: Teaching English in Middle School and High School"]. *Académie Orléans-Tours*, pp. 1-57.

"Les sections internationales au lycée" ["International sections in high school"]. *Ministère de l'Education Nationale*, www.education.gouv.fr/cid23092/les sections-internationales-au-lycee.html. Accessed 12 Mar. 2018.

Snow, Catherine. "The true failure of foreign language instruction." *The Conversation*, The Conversation US, Inc, 1 Apr. 2017, theconversation.com/the-true-failure-of-foreign language-instruction-80352. Accessed 12 Feb. 2018.

Strauss, Robert L. "How the French Do School." *Stanford Magazine*, Sept.-Oct. 2008, alumni.stanford.edu/get/page/magazine/article/?article_id=30887. Accessed 5 Mar. 2018.

"Study ESL in the US." *International Student*, Envisage International Corporation, www.internationalstudent.com/study-esl/. Accessed 12 Mar. 2018.

"Teaching Assistant Program." *Cultural Services French Embassy in the United States*, frenchhighereducation.org/teaching-assistant-program. Accessed 12 Apr. 2018.

Vanpouille, Pierre Etienne. "Pratiques actives d'éducation interculturelle en lycée: confiance et temps libéré" ["Active Intercultural Education Practices in High School: Trust and Free

Time"]. *Revista CIDOB d'Afers Internacionals*, vols. 61-62, May-June 2003, pp. 363-73.

Wann, Harry Vincent. "Methods of Teaching French at Indiana State Normal School." *The French Review*, vol. 2, no. 2, Nov. 1928, pp. 130-41.

Wile, Rob. "Why We Still Need French." *Business Insider*, Business Insider Inc., 5 Feb. 2014, www.businessinsider.com/why-we-still-need-french-2014-2. Accessed 12 Feb. 2018.

Williams, Cassandra Wellington. *What Are Successful Teaching Methods for Teaching French to First Graders?* Report no. ED350832, U.S. Department of Education Office of Educational Research and Improvement, 1991. *ERIC*, files-eric-ed-gov.proxy.bsu.edu/fulltext/ED350832.pdf. Accessed 20 Mar. 2018.

Zietlow, Alex. "Foreign language 'emergency' hinders U.S. economy and foreign policy, report warns." *The Washington Times*, The Washington Times, LLC, 15 June 2017, www.washingtontimes.com/news/2017/jun/15/foreign-language-learning-disparity-an-american-em/. Accessed 12 Feb. 2018.